

Standards of Program Quality and Effectiveness,
Factors to Consider
and
Preconditions in the Evaluation of
Programs of Personalized Preparation for
Designated Subjects Adult Education Teaching
Credentials



Commission on Teacher Credentialing
State of California

March 1993
COMMISSION ON TEACHER CREDENTIALING

Jerilyn R. Harris, Chair

Philip A. Fitch, Executive Director

1993

Members of the Commission:

Jerilyn R. Harris, Chair.....	Secondary Teacher
Verna B. Dauterive, Vice Chair.....	Administrator
Philip A. Barker.....	Middle School Teacher
Samuel J. Cullers.....	Public Representative
Pamela Davis.....	Office of the Superintendent of Public Instruction
Carolyn Ellner.....	Higher Education Representative
Scott Harvey.....	Public Representative
Juanita Haugen.....	School Board Member
Marta Jo Kirkwood.....	Secondary Teacher
Torrie Norton.....	Special Education Teacher
Polly Ridgeway.....	Public Representative
Edmund Sutro.....	Secondary Teacher
Ellen F. Wright.....	Public Representative
Darryl T. Yagi.....	School Counselor
Nancy Zarenda.....	Secondary Teacher

Ex Officio Members:

Representing:

Barry Kaufman.....	Association of Independent California Colleges and Universities
Barbara Merino.....	Regents, University of California
Erwin Seibel.....	California Postsecondary Education Commission
Arthurlene Towner.....	California State University

Table of Contents

Commissioners.....	i
Category I Program Resources and Coordination.....	1
Standard 1 Program Design, Rationale and Coordination.....	1
Standard 2 Attention to the Program.....	2
Standard 3 Resources Allocated to the Program.....	3
Standard 4 Qualifications of Faculty.....	4
Standard 5 Faculty Evaluation and Development.....	5
Standard 6 Program Development and Evaluation.....	6
Category II Acceptance and Candidate Services.....	7
Standard 7 Acceptance of Candidates.....	7
Standard 8 Dissemination of Program Information.....	8
Standard 9 Advisement, Assistance and Retention.....	9
Implementation Plan for the Standards in Categories III and IV.....	10
Category III Personalized Preparation.....	11
Standard 10 Diversity in Students and Communities.....	11
Standard 11 Adult Learning Process.....	13
Standard 12 Instructional Practices.....	14
Standard 13 Instructional Technology.....	15
Standard 14 Curriculum.....	16
Standard 15 Evaluation of Instruction and Student Achievement.....	17
Standard 16 Counseling and Guidance.....	18
Standard 17 Community, Legislative and Occupational Relationships.....	19
Standard 18 Interpersonal Relations.....	20
Category IV Candidate Competence.....	21
Standard 19 Determination of Candidate Competence.....	21
Preconditions for the Approval of Personalized Preparation Programs for Designated Subjects Adult Education Teaching Credentials.....	23

Category I

Program Resources and Coordination

Standard I

Program Design, Rationale and Coordination

Each program of personalized preparation is coordinated effectively in accordance with a cohesive design that has a cogent rationale.

Rationale

To be well prepared as teachers, candidates need to complete programs that are designed cohesively on the basis of a sound rationale, and that are coordinated effectively in keeping with their intended designs. Experience has shown that candidates will postpone, to their students' detriment, meeting the personalized preparation requirements. The urgency to learn how to teach has made it necessary, therefore, to provide in regulation the impetus to obtain the minimum basic teaching skills within the first two years of the credential.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- the program has a two-level structure that forms a logical sequence among the instructional components of teacher education, such as subject matter preparation, andragogical instruction, and supervised field experiences, and that provides for coordination of the administrative components of the program, such as acceptance, advisement, candidate assessment, and program evaluation. Level I requirements shall consist of a minimum of four (4) semester units or 60 clock hours of instruction in the areas of diversity in students and communities; the adult learning process; instructional practices; evaluation of instruction and student achievement; and interpersonal relations. Level II requirements shall consist of a minimum of five (5) semester units or 75 clock hours of instruction in the areas of diversity in students and communities; curriculum, evaluation of instruction and student achievement; counseling and guidance; community, legislative and occupational relationships; and interpersonal relations.
- there is effective coordination among the program's faculty, staff, and other appropriate departments/services, and among the program and local districts and schools where candidates pursue field experiences and employment.
- the overall design of the program is consistent with a stated rationale that has a sound theoretical and scholarly basis, and is relevant to the contemporary conditions of adult education (such as demographic changes).
- the program meets other factors related to this standard of quality that are brought to the attention of the team.

Standard 2

Attention to the Program

Ongoing attention is given to the effective operation of the program of personalized preparation, and administrative needs are addressed promptly.

Rationale

The quality and effectiveness of a program depends greatly on the attentiveness of the appropriate authorities to the program's governance, effectiveness and needs, which can suffer from programmatic neglect.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- administrators of the program support the goals and purposes of the program, the program coordinator is included in appropriate decision-making bodies, and the administrative needs of the program are resolved promptly.
- the program has procedures to resolve grievances and appeals in order to provide for the effective operation of the adult education program of personalized preparation.
- the program meets other factors related to this standard of quality that are brought to the attention of the team.

Standard 3

Resources Allocated to the Program

Sufficient resources are allocated to enable each program to fulfill the Standards in Categories I through III.

Rationale

A program's resources affect its quality and effectiveness. Sufficient resources are required to achieve high standards of quality and competence.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- adequate personnel resources are equitably provided to staff the program, including appropriate numbers of part and full-time positions to allow instructional faculty and field supervisors to maintain an effective program.
- the program's faculty, staff and candidates have access to all facilities and services, such as classrooms, offices, study areas, furniture, equipment and instructional materials, necessary to ensure high standards of quality and effectiveness.
- the program meets other factors related to this standard of quality that are brought to the attention of the team.

Standard 4
Qualifications of Faculty

All courses are taught and all field experiences are supervised by qualified persons.

Rationale

For candidates in the program of personalized preparation to have optimal learning opportunities, courses and field experiences must be taught and supervised by qualified persons.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- all faculty who teach courses or supervise field experiences in the program have an appropriate background of advanced study and professional experience that are directly related to their assignments in the program.
- all faculty who teach courses or supervise field experiences in the program have current knowledge of cultural diversity and its impact on schools and classrooms.
- the program has effective affirmative action procedures with established recruitment policies and goals to ensure the equitable hiring of faculty.
- the program meets other factors related to this standard of quality that are brought to the attention of the team.

Standard 5

Faculty Evaluation and Development

All faculty are evaluated regularly. The evaluation process contributes to faculty development. Outstanding teaching is recognized and rewarded.

Rationale

Quality instruction is crucial to achieving and maintaining an effective program. Evaluation is the tool for assessing faculty, enhancing staff development and rewarding outstanding performance.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- various means of evaluation, including student feedback, are used to evaluate all faculty at regular intervals.
- faculty members use evaluations to improve instruction in the program; they have access to professional development opportunities which will assist them in curriculum and program improvement.
- excellence in teaching, supervising, and/or advising is recognized and rewarded.
- an equitable procedure is followed in evaluating and providing assistance to instructors. Those who are consistently effective are retained.
- the program meets other factors related to this standard of quality that are brought to the attention of the team.

Standard 6

Program Development and Evaluation

There is a comprehensive, ongoing system of program development and evaluation which involves program participants and local practitioners and leads to substantive program improvement. Opportunities are provided for meaningful involvement by representative community groups in program development and evaluation decisions.

Rationale

To achieve high quality and full effectiveness, a program must be evaluated comprehensively and continually by the local education agency and its clients. Program development efforts and substantive improvements must be based on these systematic evaluations.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- the program conducts a systematic self-evaluation based on criteria related to the design, rationale, goals and objectives of the program.
- information about the program's strengths, weaknesses and needed improvements is collected from relevant sources such as course instructors, field supervisors, principals of training schools, master teachers, employers of recent graduates, and candidates during enrollment and following program completion.
- improvements in all components of the program are based on the results of program evaluation, the implications of new knowledge about adult teaching and learning and the identified needs of schools, districts and the community.
- opportunities are provided for meaningful and substantive involvement in program development and evaluation by representative community groups.
- the program meets other factors related to this standard of quality that are brought to the attention of the team.

CATEGORY II

Acceptance and Candidate Services

Standard 7

Acceptance of Candidates

There is an established set of current standards and criteria for accepting candidates into the program of personalized preparation.

Rationale

The program must establish clear and relevant acceptance criteria because the academic achievements, personal characteristics and life experiences of credential candidates influence the quality and effectiveness of the program and the profession.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- the candidate's ability to satisfy requirements for the preliminary Designated Subjects Adult Education Teaching Credential is considered for acceptance into the program.
- the program's recruitment and acceptance policies and practices reflect a commitment to achieve a balanced representation of the population by gender, race, ethnicity, age, sexual orientation and those with special needs.
- the program assesses each applicant's academic achievement, personal qualities and life experiences through a variety of measures and procedures, such as interviews with candidates in person or on the telephone, written evaluations, work histories, or transcripts.
- the program's acceptance criteria consider the candidates' sensitivity to and interest in the needs of adults, with special consideration to the needs of those representing diverse age, ethnic, cultural, educational, and socio-economic backgrounds.
- the program meets other factors related to this standard of quality that are brought to the attention of the team.

Standard 8
Dissemination of Program Information

Candidates are informed of the requirements, standards and procedures that affect their progress and of the individuals, committees and/or offices that are responsible for operating each program component.

Rationale

Candidates must receive information about the applicable policies and requirements in order to progress toward professional competence and certification.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- candidates are informed in writing, in a timely manner, of program prerequisites and goals, program course work and fieldwork requirements, credential requirements for teacher certification, and specific policies and deadlines for making satisfactory progress in the program.
- candidates are informed, in a timely manner, of advisement services and assessment criteria, and of the names of individuals who are responsible for advisement and assessment of candidates.
- the program meets other factors related to this standard of quality that are brought to the attention of the team.

Standard 9

Advisement, Assistance and Retention

Qualified staff is assigned and available to advise candidates about their academic and professional development as the need arises. Candidates have adequate opportunities to acquire knowledge and skills to improve academic and occupational deficiencies. Only those candidates who are likely to attain the Standards of Candidate Competence and Performance in Category III are retained in the program.

Rationale

A program has an obligation to provide for the academic and professional development of candidates. Further, the program has an obligation to assist promising candidates who experience difficulties during personalized preparation and, conversely, an obligation to dismiss candidates deemed unsuitable.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- academic and professional advisement is provided equitably by qualified individuals who are assigned those responsibilities and who are sensitive, competent, and accessible.
- candidates are advised of their strengths and weaknesses and are provided opportunities for corrective learning. Individualized plans are developed to strengthen marginal candidates.
- the program is responsible for dismissing candidates who are deemed unsuitable.
- each candidate's progress toward the completion of the personalized preparation program is reviewed at designated intervals.
- the program meets other factors related to this standard of quality that are brought to the attention of the team.

Implementation Plan for the Standards in Categories III

The Standards in Category III define the levels of andragogical competence and performance that the Commission expects candidates to attain in each of the two levels of the program of personalized preparation for the Designated Subjects Adult Education Teaching Credential. The focus in the Category III standards is on the candidates' possession of skills, but it is the program which must provide the opportunities to develop or verify those skills.

As candidates complete the Level I requirements, Local Education Agencies have the responsibility to verify successful completion to the Employing School Districts. In the event that the Employing School District is not known to the Local Education Agency (LEA), such verification will be provided directly to the candidate. In either event, the LEA must maintain a permanent record of the candidate's completion of program requirements.

Prior to being recommended for a clear credential, each candidate in the program will have had adequate opportunities to acquire knowledge and skills that underlie the Standards of Competence and Performance at Level II in Category III. The Commission expects Local Education Agencies to verify each candidate's attainment of these standards prior to recommending the candidate for a clear teaching credential. The care with which LEAs fulfill this expectation is the subject of Standard 19.

The Commission expects program evaluation teams to determine whether candidates who have been recommended for certification have achieved Standards 10 through 18. The teams are expected to collect information about the attainment of each competency and performance standard by a sample of recent program completers and supervisors. To compile this information, teams will interview supervising teachers, Local Education Agency supervisors, recent program completers, and the employers and supervisors of recent completers.

To reach a consensus on whether a program satisfies Category III Standards, the team must consider all of the available evidence regarding the extent to which the sample of recent completers have, in fact, realized those standards. The team will also consider the available information related to Standard 19, but should determine the program's quality in relation to Standards 10 through 18 independently of its judgment regarding Standard 19.

Category III

Personalized Preparation

Standard 10

Diversity in Students and Communities

Candidates demonstrate knowledge and understanding of diversity in students and communities and demonstrate the ability to teach students from diverse backgrounds. Student and community diversity may include, but not be limited to, ethnic, cultural, gender, age, linguistic, educational and socio-economic differences. Diversity also includes individuals with special needs because of learning, physical, mental or emotional disability.

Rationale

A California teaching credential authorizes a person to teach throughout a state that is ethnically, culturally, linguistically and socio-economically diverse. Many students have need of special assistance to enable them to succeed in the regular classroom because of handicapping and/or disadvantaged conditions. A teacher should have the ability to adapt instruction to cultural and linguistic differences, to be able to mainstream students with a variety of disabling conditions into the regular classroom, and to be able to teach respect for all people.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

LEVEL I

- candidates exhibit understanding of student differences in ethnicity, culture, gender, age, language, education and socio-economic background.
- candidates encourage respect for diversity through learning activities and through personal interaction with students.
- candidates are aware of and employ the strategies and techniques of mainstreaming the handicapped and disadvantaged into the regular classroom.
- the program meets other factors related to this standard of quality that are brought to the attention of the team.

Standard 10 (Continued)
Diversity in Students and Communities

LEVEL II

- candidates exhibit understanding, appreciation and sensitivity toward the cultural heritage, community values and individual aspirations of diverse students.
- the program meets other factors related to this standard of quality that are brought to the attention of the team.

Standard 11

Adult Learning Process

Candidates demonstrate knowledge of and the ability to apply adult learning and developmental theories prior to assuming teaching responsibilities or within the first two years of teaching.

Rationale

There is substantial evidence to indicate that adults and children learn differently. In order to be effective teachers of adults, candidates need to be aware of the characteristics and learning styles of the adult learner and apply this knowledge in their teaching methodologies. Ideally, adult education instructors would possess this ability prior to employment.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

LEVEL I

- there is a system in place to ensure that candidates acquire the knowledge of and develop the ability to apply the principles and practices of adult learning in the classroom during the first two years of teaching. Candidates can acquire this knowledge through course work, staff development/inservice training, documented life or work experiences or equivalent means. Candidates' abilities can be assessed through evaluation, observation or other equivalent means.
- candidates adapt instruction to address student differences in ethnicity, culture, gender, age, language background and socio-economic background.
- candidates provide for and encourage independent learning experiences which enhance students' problem-solving and critical thinking skills.
- candidates demonstrate flexible instructional planning that takes into account the multiple roles and responsibilities of adult learners.
- candidates provide an environment and activities that encourage positive student attitudes toward learning.
- candidates provide instruction that is relevant and appropriate to the interests and needs of adult learners.
- the program meets other factors related to this standard of quality brought to the attention of the team.

Standard 12

Instructional Practices

Candidates use a variety of instructional strategies, activities, and materials that are appropriate for adults with diverse needs and learning styles. Candidates are aware of the many roles and responsibilities that adult students have in their daily lives and take these factors into consideration in planning instruction. Candidates present ideas and instruction clearly and meaningfully to adult students.

Rationale

Adults are voluntary learners with many competing demands on their time. Instruction must be relevant, interesting and result-oriented in order to attract and retain adult students.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

LEVEL I

- candidates are aware of, and use, instructional practices, including individual, small-group and whole-class activities that are appropriate for students' varying abilities and skills.
- candidates prepare and use strategies, activities and materials that address appropriate styles of learning including, but not limited to, oral, written, visual, aural and kinesthetic styles.
- candidates motivate student interest in several ways, such as the selection of stimulating learning activities and the appropriate use of reinforcement and feedback.
- candidates demonstrate flexible instructional practices that take into account the multiple roles and responsibilities of adult learners.
- candidates encourage all students to excel and promote involvement by all students in all learning activities.
- candidates provide a system of classroom management that promotes positive student behavior.
- the program meets other factors related to this standard of quality that are brought to the attention of the team.

Standard 13

Instructional Technology

Candidates use a variety of instructional technologies including, but not limited to, computer-based technology and its applications in educational settings, to enhance learning for students with diverse needs and learning styles.

Rationale

Learning is enhanced when all modalities and learning styles are recognized. With the increasing availability of technology in the classroom to augment the learning process, candidates who learn to utilize a wide variety of technological tools increase the probability of learning, especially among those students with visual and kinesthetic learning styles.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

LEVEL II

- candidates plan lessons to accommodate the learning preferences of all students.
- candidates utilize a variety of materials, equipment and technologies to facilitate learning for all students, especially those who favor visual, tactile and kinesthetic styles.
- candidates demonstrate the ability to use computers and accompanying technology (e.g., laser disc player, interactive video, CD ROM, LCD panel, overhead projector, laser printer), when available, for instructional enhancement.
- candidates demonstrate knowledge of and ability to use appropriate technology for content areas and classroom management.
- the program meets other factors related to this standard of quality that are brought to the attention of the team.

Standard 14

Curriculum

Candidates are able to prepare course outlines consistent with state statutes, regulations and policies. Candidates prepare lesson plans that are well defined and appropriate for adults. Candidates demonstrate an awareness of curriculum development and that course outlines and lesson plans are part of an overall curriculum.

Rationale

Candidates must be able to design curriculum which meets state requirements. Lessons must be carefully and skillfully planned to meet the needs of the adult learner.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

LEVEL II

- candidates develop course outlines with the following components: goals or purposes, performance objectives, instructional strategies, instructional units and times of instruction, evaluation and repetition policy.
- candidates write several clearly-stated lesson plans in which the instructional objectives, teaching strategies, classroom materials and evaluation are coordinated and consistent with each other.
- the program meets other factors related to this standard of quality brought to the attention of the team.

Standard 15

Evaluation of Instruction and Student Achievement

Candidates demonstrate the ability to plan and implement a variety of evaluation techniques to determine the extent to which pre-established goals are being met, including student learning and teacher effectiveness.

Rationale

Evaluation is an integral part of instruction and promotes accountability of student progress and teacher effectiveness. Evaluation of student achievement is the basis for further instructional planning.

Factors to consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

LEVEL I

- candidates understand how evaluation results affect the selection of instructional content.
- candidates monitor and evaluate individual student progress and teacher effectiveness on an on-going basis.
- the program meets other factors related to this standard of quality brought to the attention of the team.

LEVEL II

- candidates use a variety of techniques to determine student needs.
- candidates set achievement criteria and communicate them clearly to students.
- the program meets other factors related to this standard of quality brought to the attention of the team.

Standard 16
Counseling and Guidance

Candidates demonstrate the ability to recognize personal and academic problems of students and to identify appropriate school or community services available to students.

Rationale

Adult students may encounter obstacles to learning. In order to help students maximize their learning opportunities, candidates must be prepared to offer appropriate guidance and referral.

Factors to consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

LEVEL II

- candidates demonstrate knowledge of a range of counseling and guidance services available in the school and community.
- candidates identify specific services to assist students with learning and/or other problems, such as health, legal and employment needs.
- the program meets other factors related to this standard of quality brought to the attention of the team.

Standard 17

Community, Legislative and Occupational Relationships

Candidates are aware of community, legislative, and occupational relationships common to adult education, including knowledge of governing boards, delivery systems, school law and legislation, funding sources, and marketing/public relations.

Rationale

The responsibilities of adult education instructors are complex. In order to be effective professionals, candidates must be aware of the roles of governing boards, community groups, industry partnerships, and legislators in education and their influence on educational law, policy, delivery systems, and funding. Further, adult education instructors must know how to market programs and maintain good public relations.

Factors to consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

LEVEL II

- candidates are aware of the roles of governing boards and advisory councils. When appropriate, candidates are involved in articulation programs and community/industry partnerships.
- candidates are aware of effective marketing techniques, program promotion, and public relations.
- candidates in vocational fields obtain career information and utilize it to facilitate effective school-to-work transition.
- candidates are aware of the legislative process and its affect on adult education.
- candidates are aware of relevant adult education statutes, regulations and policies.
- candidates are aware of relevant funding sources.
- the program meets other factors related to this standard of quality brought to the attention of the team.

Standard 18
Interpersonal Relations

Candidates demonstrate the ability to foster respect and to promote positive interpersonal relationships in the classroom, school and community. Candidates demonstrate the ability to use motivational, group facilitation, and conflict resolution skills.

Rationale

Candidates must be able to enhance self esteem and to engage students in their own learning. Candidates must be able to understand and adapt to individual differences, thereby facilitating interpersonal understanding in the classroom, school and community.

Factors to Consider

When an evaluation team judges whether a program meets this standard the Commission expects the team to consider the extent to which:

LEVEL I

- candidates demonstrate the knowledge, skills and abilities to foster self-esteem and respect.
- candidates demonstrate the ability to relate to and communicate effectively with students in a positive manner.
- the program meets other factors related to this standard of quality that are brought to the attention of the team.

LEVEL II

- candidates acquire, through study and experience, an understanding of adult developmental stages.
- candidates acquire, through study and practice, motivational, group facilitation and conflict resolution skills.
- the program meets other factors related to this standard of quality that are brought to the attention of the team.

Category IV
Candidate Competence

Standard 19

Determination of Candidate Competence

Upon program completion, one or more persons who are responsible for the program determine on the basis of thorough documentation and written verification that the candidate has satisfied each Standard in Category III. The LEA determines that each candidate has attained all standards as they relate to the teaching of the subject(s) to be authorized by the credential.

Rationale

If the completion of a personalized preparation program is to constitute a mark of professional competence, as the law suggests, responsible members of the program staff must carefully and systematically document and determine that the candidate has fulfilled the standards of professional competence.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

LEVEL 1

- there is a systematic summative assessment and verification by at least one LEA supervisor of each teacher's performance that encompasses the Level 1 competencies in Category III, and that is based on documented procedures or instruments that are clear, fair and effective.
- the LEA documents and verifies each candidate's attainment of Level I Standards in Category III as they relate to the teaching of the subject(s) to be authorized by the credential.
- the program meets other factors related to this standard of quality brought to the attention of the team.

LEVEL II

- there is a systematic summative assessment by at least one supervising teacher or administrator and one LEA supervisor of each candidate's performance that

Standard 19 (Continued)
Determination of Candidate Competence

encompasses the Level II Standards in Category III, and that is based on documented procedures or instruments that are clear, fair and effective.

- the LEA documents each candidate's attainment of Level II Standards in Category III as they relate to the teaching of the subject(s) to be authorized by the credential.
- one or more persons who are responsible for the program recommends candidates for clear credentials on the basis of all available information of each candidate's competence and performance.
- the program meets other factors related to this standard of quality brought to the attention of the team.

Preconditions for the Approval of Personalized Preparation
Programs for Designated Subjects
Adult Education Teaching Credentials

“Preconditions” are requirements that must be met in order for the Commission to consider approving programs that are intended to meet credential requirements. Preconditions determine, in the case of the Designated Subjects Adult Education Teaching Credential, the eligibility of a Local Education Agency (LEA); the actual approval of a program is based upon standards adopted by the Commission.

LEAs that intend to offer approved programs must provide a response to each precondition. Some preconditions may require a relatively brief response; others require a detailed and thorough response. For example, a response to Precondition 3a should include a complete description of how the program proposes to assure that candidates will acquire the competencies, skills and knowledge required by each standard and how the proposed program meets each standard. The description should include a depiction of the course work requirements, including the name of the institution of higher education at which the course work will be completed, course title, course description, course number, and units of credit; or a general depiction of the field experience requirements (staff development, workshops, etc.), including a listing of the usual provider of field experience, a listing of the topics that are typically covered and the number of clock hours. The description should make clear the relationship between each course or field experience requirement to each standard. Every aspect of each standard must be addressed. It is not necessary to respond to each factor to consider, however, program developers may find it useful to use the factors as they craft their narrative response to a standard since the factors amplify and describe the quality expected in a program. The use of matrices, graphics, charts, tables, etc. is encouraged as a supplement to the narrative proposal.

- 1) To be granted preliminary approval or continued approval by the Commission as a program of personalized preparation, the program must be developed, submitted and implemented by an LEA. An LEA, as it applies to Designated Subjects Adult Education Teaching Credentials means any of the following categories of agencies:
 - a. A California public school or consortium of school districts;
 - b. A California county superintendent of schools office;
 - c. A California regional occupational program or center;
 - d. A California State Agency;
 - e. A Commission-approved teacher preparation institution.[Source: California Administrative Code, Title 5, Education, Section 80034(c)].
- 2) a. A LEA desiring to develop a program of personalized preparation for the designated subjects teaching credential or for the designated subjects supervision and coordination credential shall file with the Commission on Teacher Credentialing an application for approval, signed by the Chief Administrative Officer of the agency or agencies constituting the LEA. This application shall include a complete description of how the program will meet each standard of program quality and effectiveness with a particular

focus upon how the LEA proposes to assure that candidates will acquire the competencies, skills and knowledge required.

- b. The Commission will approve programs after the review of the application, when such application reflects that the program submitted by the LEA meets the requirements. Programs will be monitored by the Commission to determine if the requirements are being met.

[Source: California Administrative Code, Title 5, Education, Section 80040].

- 3) To be granted preliminary approval by the Commission as a program of personalized preparation, the program proposal must:
 - a. demonstrate that the program will fulfill all of the applicable standards of program quality and effectiveness that have been adopted by the Commission, and
 - b. include assurances that
 - 1. the LEA will cooperate in an evaluation of the program by an external team or a monitoring of the program by a Commission staff member within four years of the initial enrollment of candidates in the program, and
 - 2. that the LEA will respond to all requests of the Commission for data regarding program enrollments and completions within the time limits specified by the Commission.

(Source: Commission adopted policy).

- 4) To be granted continued approval by the Commission as a program of personalized preparation, the LEA must respond to all requests of the Commission for data regarding program enrollments and completions within the time limits specified by the Commission.

(Source: Commission adopted policy).